



Drayton Community Infant School Prospectus 2015-2016



Drayton Community Infant School Prospectus 2015-16

**Drayton Community Infant School
School Road
Drayton
Norwich
NR8 6EP**

Telephone: 01603 860272

Fax: 01603 261904

e-mail: office@draytoninfant.norfolk.sch.uk

head@draytoninfant.norfolk.sch.uk

website: www.draytoninfantschool.co.uk



Learning, Caring and Growing Together

**Headteacher: Mrs Claire Bates BA (Hons), PGCE, NPQH
Deputy Headteacher: Miss Michelle Clark BA (Hons), PGCE**

Chair of Governors: Mr Michael McGarvie

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**Welcome to
DRAYTON COMMUNITY INFANT SCHOOL**

I am delighted to welcome you to Drayton Community Infant School and to provide you with a greater understanding of our school's vision - Learning, Caring & Growing Together. I hope this will give you an insight into our school's successes and the exciting opportunities our pupils have to learn, care and grow together.

We have high expectations of all our children and expect every child to make outstanding progress in their learning. Ofsted stated in December 2013 when they visited the school that

"Pupils make good progress during their time in school. By the time they leave, they reach standards that are consistently above average in reading, writing and mathematics."

Our school has a supportive and nurturing environment. OFSTED commented on the fact that

"Relationships between adults and pupils are outstanding. The school is a happy and welcoming place."

Our approach ensures we cater for the needs, talents and interests of every child and our staff's dedication is reflected in the quality of their teaching. We have a strong team of teaching and non-teaching staff.

We have a happy and stimulating learning environment. This is made possible by the fantastic facilities and resources we have access to, including an abundance of outdoor space. I welcome the opportunity to share with you, everything we have to offer for you and your child.

Claire Bates

About us



We are a large infant school providing excellent education for children from 4 -7 years. We provide an After School Club and a range of extended schools clubs.

Our classrooms are colourful and inviting; in addition we have a library, Nurture room, group rooms and a Design and Technology room.

We have extensive grounds, which are equipped to a very high standard with a trim trail, tyre park, climbing wall, sensory garden, a Forest school area, a musical trail, allotment beds and pond area.

We provide a purposeful, safe and secure environment for every child. Children make best progress when they are fully involved in their learning, have high self esteem and feel confident about what they are and want to do. We foster a caring, confident and 'I can do' learning community.

Drayton Community Infant School

Values



Equality

Everyone feels valued, achieves together and the needs of all within the school community are provided for.



Respect

In our everyday actions we encourage respect for ourselves, each other, the community and the environment.



Responsibility

We provide opportunities to take responsibility for ourselves, others and the world we live in.



Aspirations and Achievements

We have high expectations for all of the school community and foster independent, confident learners, who will benefit from professionally developed staff and governors.



Working in partnerships

We will work to develop all partnerships to promote high quality learning.



Learning Environment

We will provide a safe and nurturing environment where we will maximise opportunities to learn in, around and outside the school.

Drayton Community Infant School

Vision



Learning, Caring
and Growing
together

- A school where children are at the centre, where they are encouraged to participate and have a voice.
- A school that is happy, safe, nurturing and offers a broad, balanced curriculum developing enquiring minds, independence and the confidence to make choices.
- A school that develops healthy and positive attitudes to learning and living.
- A school that develops opportunities beyond the classroom to enable children to learn about the world they live in.
- A school that looks to the future, embracing the role of new technologies.
- A school that enables pupils to benefit from professionally developed staff and governors.
- A school that works closely in partnership with parents, other schools and the wider community.

SAFEGUARDING

The purpose of Drayton Community Infant School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Our Safeguarding Policy and Procedures will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

To support our Safeguarding Policy and Practice ALL staff, governors and adult volunteers undertake an enhanced DBS check before they work in our school. When taking students under 18 we liaise with their schools to ensure suitability.

ALL visitors are requested to report to the main office on arrival and departure, to inform the secretary of the reason for their visit and to receive and display the appropriate Security pass with safeguarding details.

CHILD PROTECTION

Daily contact with children means that schools play a crucial role in discharging the statutory duty to protect all children from abuse of any kind.

Parents should to know and understand that where there appears to be a concern of this kind, the school is required by law to report this concern to the "Local Safeguarding of Children Board" (LSCB) and the Social Services Duty Officer. The LSCB has set statutory procedures for dealing with the protection of children from abuse. (MASH – Multi-Agency Safeguarding Hub referral process)

Our Safeguarding policy is available on our website and in hard copy in the School office.

SDP (Senior Designated Professional) for safeguarding:

Mrs C Bates (Headteacher)
Miss M Clark (Deputy Headteacher)
Mr M McGarvie (Chair of Governors)

ACORN CLUB

The Acorn club is an OFSTED registered after-school care facility for children of our school and Year 3-6 of Drayton Junior School, run by qualified play workers.

Between the hours of 3.00 pm and 6.00 pm the club organises activities and a light tea for the children whose parents use this care facility. They have the activity hall, the large classroom, cloakroom and the outside play areas available for them to use.

The children can relax, play games, do their homework (Junior School only) or watch the television until their parents pick them up after work. The children do not have to all come every day and the club is also used by parents who find that they need a care facility at short notice to help with a family crisis time, although the child must be registered with us to access this facility.

Children in Year 3-6 at Drayton Junior School can be collected for a small charge.

What the children have to say about their club:

“I like the computer” – Hussein

“I like it when you make stuff like pizzas” – Hassan

“I like junk modelling” – Millie

“I like when we go outside” – Alexander

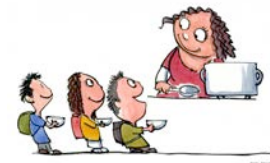
“I like toys to play with” – Matthew

“I like After School Club because it’s fun” – Ava

“Colouring is fun” – Sam

“Making things for Mother’s Day” - Evie

UNIVERSAL FREE SCHOOL MEALS



From September 2014, all children attending Reception, Year 1 and Year 2 have been offered a free school meal as part of the Government's Universal Free School Meals for Infants programme. After evaluating our first year of implementing the Universal Free School Meals programme, school meals are compulsory for all children attending our school. This is due to a number of reasons:

- To ensure that all children have access to healthy nutritious food to ensure they are prepared for learning in the afternoons
- To ensure all children learn the enjoyment of eating together with their peers
- To develop a greater appreciation for cultural, fresh and seasonal ingredients
- To ensure the school benefits from the additional advantages of whole school universal free school meals.

Your child may choose whether to have a hot lunch provided by the school – hot meal, vegetarian option, jacket potato or school packed lunch are all available daily . A sample of the lunch menu, including the vegetarian option is available from the School office. All children will eat together amongst friends and will have an assigned Midday Supervisor looking after them during the lunchtime period.

Parents wishing to change their child's lunch choice should give the Secretary one week's notice, in writing.

If you receive a benefit that gives entitlement to Free School meals (Pupil Premium funding), the school can also get additional funding to provide additional support to the child and their learning throughout the school day. You must apply to Norfolk County Council to confirm this to the Headteacher. Further details are available from the school office. You may be eligible for pupil premium funding if as a parent or carer you are in receipt of one of the following:-

- Income Support
- Universal Credit
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999 the Guarantee element of State Pension Credit
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190



DRINKING WATER

We encourage the drinking of **plain water** throughout the school day as it has been shown to be important for healthy minds and bodies. Children who drink water are able to concentrate better and for longer periods, they are better behaved and better learners.

Please help by providing your child with a named bottle to bring to school. The best bottles have tops to avoid spillages if they are knocked over. These are available for £1.80 in the school office. Fill it each morning and encourage your child, as we do, to drink frequently. Children should take bottles home again **each day** for washing and refilling. Spare tops are also available for 60p each.

SCHOOL UNIFORM

We expect children to wear School uniform, as we feel that this encourages a sense of belonging and pride in the school. **All items of clothing must be named.**

The uniform is as follows: sweatshirts, cardigans, shoe bags and book bags with the school logo may be ordered from the School office. School uniform forms are available on the web site.



Girls

- Grey skirt/pinafore dress/trousers
- White polo shirt/blouse
- Royal blue cardigan or school sweatshirt
- Grey or white socks
- Black, navy or brown shoes

Girls

- Summer dress in check pattern blue/white
- White socks
- Black, navy or brown shoes

Boys

- Grey trousers (long or shorts)
- White polo shirt/shirt
- Royal blue pullover or school sweatshirt
- Grey/white socks
- Black or brown shoes

For games lessons and P.E.:-

White T-shirt and black shorts (all children)

Swimming: Costume & towel. A swimming hat must be worn. Goggles may be worn.

Jewellery is not normally permitted. It can very easily be lost or cause injury to other children or the wearer. **Only "studs" earrings may be worn in school** and these **MUST** be **removed** before coming to school on the day your child has PE and swimming.

Lost property: Boxes are located in the Jubilee block corridor and outside the Reception classrooms. Un-named items are disposed of **on the last day of each term.**

Items of value (e.g. money, toys) should not be brought to School unless requested.

All clothing and belongings must be marked with child's name!

ADMISSIONS POLICY

As a Community School we follow the Norfolk County Council policy for first admission to school as follows:

By law children must start statutory education full time at the beginning of the term following their fifth birthday.



SCHOOL COUNCIL

The School Council enables pupils to have a voice in the running of the school and to understand that their opinions count. It provides a basis for active learning of important life skills, such as speaking and listening skills, teamwork, emotional literacy, problem-solving, moral reasoning skills, self-esteem and self-confidence. At Drayton Infant School each class has two representatives to sit on the School Council; the Reception classes join in the Spring Term. The School Councillors are elected by the pupils in their class. They attend School Council meetings which occur fortnightly and take part in discussions. They take the view of their classmates to the meetings and then let their class know what was discussed. This year the School Council has played an active part in raising money for charity, choosing team names, voting for the magic square and appointing a new teacher. School Councillors have also been actively involved in other projects such as the Easter Fayre, where they run their own stall.

CHARGING POLICY FOR CURRICULUM ENRICHMENT ACTIVITIES

CHARGING POLICY

Governors agree to parents being asked to make a voluntary contribution towards the cost of any items or activities, providing it is made clear that they are under no obligation to make a contribution and their child will not be treated differently if they refuse to make such a contribution.

In line with the charging policy parents will be asked to make voluntary contributions to help towards the cost of:-

- Educational Visits
- Transport
- Visiting Theatre groups

TIMES OF THE SCHOOL DAY

8.45 am	doors open
8:55 am	morning teaching session begins
10:25 to 10:45 am	morning break – continuous provision in Reception
11:50 am	hot dinners start
11:50 am to 1:00 pm	dinner break
1:00 pm	afternoon teaching session begin
3.00pm	afternoon teaching session ends

Please note that children arriving more than 10 minutes before school starts in the morning will not be under our supervision.

Children go straight to classrooms at 8.45 am.

Children arriving after registers close at 9.00am will be deemed to be late and will be marked “Late” in the Register.

All children should be escorted to and from School. A “password” system is available where a child is likely to be collected by anyone not known to school. Details are available from the school office.

Collection from school during school hours

We ask parents to come to the School office if they are collecting children during the course of the school day. **We do not allow children to leave the premises without an accompanying known adult during school hours.**

EMERGENCY CONTACT

It is most essential that we have an **up-to-date** telephone number, mobile telephone number, and/or ‘e’mail address to contact you and/or your emergency helper during the working day in case of your child’s illness or accident. Please let us know **at once** if your contact number changes.



ABSENCE FROM SCHOOL

A telephone call on the first and every subsequent day of absence is required by the Department for Education. A telephone messaging facility is available for this purpose, but we must have a written note for our records on the child's return to School.

Notes are required when a child –

- a. has been absent;
- b. cannot take part in Swimming, Games or PE;
- c. will be collected during school hours for a medical appointment;
- d. is being escorted home with a person, other than the usual 'collector'.

ILLNESS

Please do not send your child to school if obviously unwell, or if you have reasonable doubts, as they rarely improve during the course of the day. We are always pleased to see such children later in the morning session or after lunch if their symptoms do disappear. **CHILDREN SUFFERING FROM DIARRHOEA OR SICKNESS SHOULD NOT RETURN TO SCHOOL FOR AT LEAST 48 HOURS AFTER THE FINAL BOUT.** Information and advice is readily available from the school about the current exclusion periods for infectious illnesses. We do not like to see children missing school unnecessarily or returning too soon. If in doubt please telephone the Secretary.

HEADLICE - Parents are advised to be vigilant in checking heads for head lice. Should your child be infected the procedure is to collect the treatment from the Doctor/Pharmacy and treat the whole family. **The LA has guidance on the position with regard to headlice and schools, that we are required to follow.** Information can be obtained from the School office.



MEDICINE – School will only administer medication prescribed by a Doctor and where it is essential that it must be given during the school day. A parental permission form must be completed. More information with regard to this can be obtained the School office.

The exceptions to this are asthma medication and children on Medical Care Plans.

INHALERS - School should be given a spare named inhaler to be kept in the Office at all times in case of emergency attacks. Inhalers should not be left in cloakrooms or carried by the child. In an emergency, all staff know where inhalers are located.

It is a Health and Safety requirement that Children MUST NOT keep medicines, cough sweets, inhalers, sun creams, lip salves etc. in pockets or school bags.



HOLIDAYS IN TERM TIME

In response to the requirement in the Government's Attendance Strategy for Schools, the Governors and Headteacher of our school will not authorise holidays taken in term time which will be recorded as an unauthorised absence.

The Local Authority has introduced a system where any Key Stage 1 pupil who has an attendance of 85% or less with at least 15% unauthorised absence over a 6 week period **OR** 10 consecutive sessions (5 days) unauthorised absence will meet the criteria for legal intervention which could be in the form of a Fixed Penalty Notice. Further details of the school cluster policy are available on our school website or from the school office.

HOME LEARNING

We appreciate that all parents of Drayton Community Infant School children would like to support their children's learning. Home learning activities will be set for the children according to our Home Learning Policy, eg by sharing reading activities, discussing and contributing to class topics, to learn key words, spellings and Maths activities to support learning.

We believe in the importance of an all-round education for your child, and therefore wholly support all types of outside activities such as Sports, Cubs/Brownies, Music and Dancing lessons and practice etc. We feel these are just as important as the academic part of your child's life and contribute to your child's well-being.

BEHAVIOUR

We have high expectations of appropriate behaviour at Drayton Infant, which is outlined in our Behaviour Policy. All school children, staff, parents and governors implement this Behaviour Policy, which values positive reinforcement, and uses appropriate sanctions for dealing with inappropriate behaviour.

Parents will be formally involved if repeated inappropriate behaviour occurs as we expect Behaviour management to be a partnership issue. A copy of the Behaviour policy is available on our website and in hard copy in the office. A behaviour leaflet which has been drawn up in consultation with children, staff, parents and governors is enclosed in your induction pack.

PHOTOGRAPHING CHILDREN

During the course of the school year there may be opportunities to publicise some of the activities that your child is involved in. This may well involve filming or photographing children for use in the local media. As a school, we welcome these opportunities and hope that you do too. There may also be occasions when we arrange photography for our own purposes, such as displays and school brochures.

Photography or filming will only take place with the permission of the head teacher, and under the supervision of a teacher. When filming or photography is carried out by the news media, children will only be named if there is a particular reason to do so (eg they have won a prize), and home addresses will never be given out.

A letter is sent home in the Autumn Term annually for parents to sign.

USE OF INTERNET

The Internet is an essential element in 21st Century life for education, business and social interaction. It is an open communications channel allowing information to be transmitted to many locations in the world. Messages may be sent, ideas discussed and material published, with very little restriction. These features of the Internet make it an invaluable resource used by millions of people every day.

The purpose of Internet use in school is to promote pupil achievement, to support the professional work of staff and to enhance the school's management, information and business administration systems. Benefits of using the Internet in education include:

- Access to world-wide educational resources
- Inclusion in government initiatives such as the VLE (Virtual Learning Environment)
- Educational and cultural exchanges between pupils world-wide
- Cultural, vocational, social and leisure use in libraries, clubs and at home. Access to experts in many fields for pupils and staff
- Staff professional development through access to national developments, educational materials and good curriculum practice
- Communication with support services, professional associations and colleagues
- Improved access to technical support including remote management of networks
- Exchange of curriculum and administration data with the LA and DfE.

The statutory curriculum requires pupils to learn how to locate, retrieve and exchange information using ICT in the Computing curriculum. Consequently, in delivering the curriculum teachers need to plan to integrate the use of communications technology such as web-based resources and e-mail to enrich and extend learning activities. Effective Internet use is an essential life-skill for all pupils to master.

A copy of our e-safety policy can be found on our website, paper copies are available from the office. A Parent permission slip which clarifies how/when the internet will be used in school by the children is sent to all parents, who are asked to sign this together with their children and return it to School.

HOLIDAY DATES

SCHOOL YEAR 2015/16

Autumn Term 2015	Opens Thurs 3 September Closes Fri 18 December
Half term	Closes Weds 21 October Opens Mon 2 November
Spring Term 2016	Opens Tues 5 January Closes Thurs 24 March
Half term	Closes Fri 12 February Opens Mon 22 February
Summer Term 2016	Opens Mon 11 April Closes Weds 20 July
Half term	Closes Fri 27 May Opens Mon 6 June

School will also be closed on May Day Bank holiday - Monday 2 May

School will be closed on Weds 2 Sept, Thurs 22 Oct, Fri 23 Oct, Mon 4 January, and Thurs 21 July for staff development.

SCHOOL YEAR 2016/17 (subject to change)

Autumn Term 2016	Opens Mon 5 September Closes Fri 16 December
Half term	Closes Fri 21 October Opens Mon 31 October
Spring Term 2017	Opens Thurs 5 January Closes Thurs 31 March
Half term	Closes Fri 10 February Opens Mon 20 February
Summer Term 2017	Opens Tues 18 April Closes Fri 21 July
Half term	Closes Fri 26 May Opens Mon 5 June

School will also be closed on May Day Bank holiday - Monday 1 May

School will be closed on Thurs 1 Sept, Fri 2 Sept, Tues 4 January, and 2 other days (tba) for staff development.

Please keep this page safe

LINKS WITH PARENTS

The school places a very high value on maintaining formal and informal links with parents. We constantly strive to maintain a dialogue with parents, carers and families in order to develop our parent relationships.

We want:

- To make our parents, carers and families feel part of the school community.
- To keep our parents, carers and families informed.
- Our parents, carers and families to extend learning into and from the home and wider environment
- To offer support to all our parents, carers and families.
- Our parents, carers and families to feel they participate in the school's and their child's development.

We do this through:

- An open door policy with access to class teachers, teaching assistants and the Head on a daily basis
- A friendly and welcoming atmosphere
- Encouraging parent help in all classrooms following DBS (formerly CRB) checks
- Information updates through the school website and regular newsletters
- Workshops, family lunches and events, 'look what I can do' days
- An active and supportive 'Friends' group who fund-raise and provide numerous social events.
- Information gathering, conducting questionnaires and parent workshops
- Parent Support Advisors who can help deal with parental concerns at school and support at home (see staff list page 30)

HOME - SCHOOL AGREEMENT

In September 1999 the Government asked that Schools and Parents make a more formal commitment to partnership in learning called a Home - School Agreement. This document sets out how school, parents and children will work together to enhance the learning environment for the children. All partners sign this document to demonstrate their support of each other.

PARENT HELP

This school has a very strong tradition of parental involvement that we value and would wish to continue to encourage all those who feel that they can help in any way. Please contact the class teacher, deputy head or headteacher if you can.

In order to protect the children in our school, we are required that anyone working or helping in school has been cleared by the **Disclosure & Barring Service (formerly Criminal Records Bureau)**. Details are available from the School Office.



CONSULTATION EVENINGS

Parents are invited termly to visit the school to discuss the progress of their child. A written report on each school child is sent home in June. Parents and prospective parents are welcome to visit the school by prior arrangement with the Headteacher. Separated parents are encouraged to attend the interview **together**. Where this is not possible, parents should agree to attend alternate terms' interviews, ie one to attend in the Autumn Term and the other in the Spring term.

Telephone messages can be taken in the Office. Although it is not practicable to speak to a class teacher during teaching hours, as always, teachers are willing to talk to parents at an appropriate time, preferably at the end of the day.

INFORMATION LETTERS

The main routes of communication from school to home are:

- 1. Through your child's book bag**
 - 2. Our website**
- Please check them regularly!**



We also maintain a regular written communication with parents through School and "FRIENDS" newsletters that serve to provide a variety of information about school matters. Keep checking the book bag. Parents are invited to attend various meetings, special events and fund-raising functions that occur from time to time.

Information is also published on our website at www.draytoninfantschool.co.uk. Here you will find copies of recent letters sent to parents, the school brochure, link to the OFSTED report, forms for uniform and lots more. On the website there is a facility for you to add your e-mail address to enable you to receive notice of updates.

INFORMATION REQUESTED BY AN ABSENT (SEPARATED) PARENT

In the case of separated parents, we must be aware of the named adults who may seek legitimate contact with the school to discuss the pupil's progress as they have parental responsibility.

Any adult with parental responsibility (Children Act 1989) is entitled to receive the educational record of their child subject to a Court Order preventing this. In order to comply with this the school will ask that any request is made in writing, and the school will need written proof of the relationship with the child.

Furthermore, on the **rare** occasions when someone seeking information refuses to leave the premises, the school will remind the adult that the school is not public property and that the police will be called if they fail to leave. A banning procedure can be set in motion if any person behaves in an aggressive/inappropriate manner whilst on school premises.

FRIENDS OF DRAYTON COMMUNITY INFANT SCHOOL

The school has a very active “FRIENDS” of which all **parents are automatically members**. This association arranges fund-raising activities as well as social events, including coffee mornings. A list of the present Committee members is printed in this prospectus and on the website.



The school is very grateful for the amount of money raised in the past. The “Friends” have helped to fund many activities and a great deal of equipment for the children. Examples include computer software, small world imaginative play equipment, maths games, theatre and dance workshops, outside play equipment including outdoor classroom, allotment area, a musical and physical trail and subsidising enrichment activities.

COMPLAINTS PROCEDURE

In the unlikely event of there being any complaints about the educational provision at Drayton Infant School, there is an official complaints procedure to follow under Local Authority (LA) guidance. In the first instance, complaints should be made to the class teacher who would normally be able to solve any such difficulties. If you are still unhappy, and wish to take the matter further, you should make an appointment to see the Headteacher. If, after discussion with the Headteacher, the matter remains unresolved, the next stage would be to make a formal complaint, in writing, to the Headteacher who will then explain the detailed complaints procedure through the Governing Body and LA. If you feel unable to make your complaint through the Headteacher, then, a similar procedure can be followed through the Chair of Governors. A detailed statement of the Official Complaints Procedure is available on request.

SKILLS FOR LEARNING AND LIFE

At Drayton Community Infant School we want to develop a joy of learning and commitment to building children’s skills and knowledge. Children will be encouraged and given opportunities to learn, practise and develop a wide range of skills in their work across the **Foundation Stage (Year R) and Key Stage One (Years 1 and 2)**.

Foundation Stage:

The Early Years Foundation Stage (EYFS) is made up of 7 **areas of learning and development**:

Children develop the 3 prime areas first and are those most essential for your child’s healthy development and future learning:

- Communication and language
- Physical development; and
- Personal, social and emotional development

As children grow, the prime areas will help them to develop skills in 4 specific areas:

- Literacy
- Mathematics
- Understanding the world; and
- Expressive arts and design.

Key Stage One:

The above areas are built upon within the National Curriculum which includes Numeracy, Literacy and Computing (see following pages). Alongside the National Curriculum we use the Norfolk Agreed Syllabus for RE to inform our teaching.

NATIONAL CURRICULUM SUBJECTS

CORE SUBJECTS

LITERACY



Spoken language, reading, writing and vocabulary building are developed as part of the daily literacy lesson and as an integral part of other subject areas.

We recognise that spoken language underpins reading and writing. All children have opportunities to enhance their speaking and listening skills through role play, class discussions, group work and paired work.

Reading focuses on decoding words and on developing skills of comprehension. Children read a variety of texts including stories, non-fiction and poetry in order to develop both fluency and an enjoyment of reading.

Daily phonics lessons take place in all year groups and provide children with the skills needed for both reading and writing.

Children are encouraged to write for a variety of purposes. Discussion and drama are used to develop ideas. Alongside this, children are taught the specific skills of spelling, grammar, punctuation and handwriting.

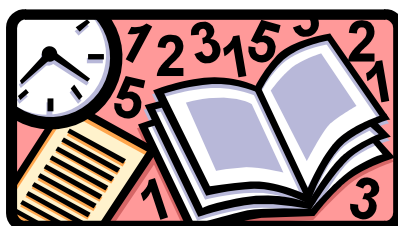
There is a summative assessment of English achievement through the Standard Attainment Tasks at the end of Key Stage 1 (May, Year 2). All Year 1 children undertake the phonics screening check in the second half of the Summer term. Some Year 2 children may also be required to re-take the check at this time.

MATHEMATICS

Mathematics teaches children to make sense of the world around them by understanding relationships, patterns and changes in quantity, space, shape and measure. We teach children the skills and concepts they need, and give them opportunities to apply their skills to solve problems. We want children to talk about their maths learning confidently, and to be able to explain how they solved problems.

Maths is taught daily, and it is very important that children enjoy mathematics; we teach maths in a fun and practical way using a range of resources and activities, and Numicon is used throughout the school. The children have the opportunity to practise and consolidate their skills and knowledge and to develop and extend their techniques and strategies. They do this through both explanation and discussion, as well as through practical and investigational activities. Opportunities are provided for using maths in other curriculum areas such as science, DT and PE, which ensures that children are using maths in practical, realistic and interesting situations.

There is a summative assessment of Mathematical achievement through the Standard Assessment Task at the end of Key Stage 1 (May, Year Two).



COMPUTING



From EYFS onwards, appropriate skills are taught so that Computing in all its forms can be used throughout the curriculum. This is fully embedded within varying subjects of the new curriculum. Children use a breadth of ICT, including programmable toys, digital cameras, PCs, iPads, Virtual Learning Environment and so much more. This enhances their individual learning and their understanding of our ever changing technological world.

From September 2014 Years 1 and 2 will be basing their learning on the New National Curriculum for Key Stage 1. The Reception children build their ICT skills through the Understanding of the World area of the EYFS curriculum. All classes have access to the varying technology throughout the day. Children are taught the skills of coding, filming, word processing, digital imagery and other areas.

Each child is taught important aspects of E-safety from our school policy which can be found on our school website. Parents and families are invited to attend an E-safety session annually which supports E-safety and other Computing curricular activities in the home and school.

SCIENCE

The New National Curriculum for 2014 introduces the concept of working scientifically for children in a very natural way, by making observations and asking questions about what they observe. They will begin to learn how to conduct simple tests and record the data gathered using simple tables and lists. In year two there is a greater emphasis on recording their results. We therefore learn and assess science throughout the year through practical investigations and work wherever possible. Through exploratory and investigative tasks our aim is to give the children a better understanding of the world around them; such as living things and their habitats, plants (structures and names), animals including humans, seasonal changes and everyday materials. Some of these topics will be covered through outdoor learning lessons and field trips. This will give the children the foundation they require to become thinkers and questioners in science.



A Science Teacher Assessment of achievement is carried out at the end of Key Stage 1 (May, Year Two).



RELIGIOUS EDUCATION

The school follows the Norfolk Agreed Syllabus for Religious Education, which in turn meets the requirements of the 1988 Education Reform Act. This stipulates that religious education should reflect the fact that religious traditions in this country are, in the main, Christian, whilst taking account of other principal religions. The New Agreed Syllabus was introduced in September 2006 and is available for parents to see if they so wish. In addition the school uses guidance in the form of units provided by the Government's Q.C.A. (Qualifications and Curriculum Authority). Assemblies of a mainly Christian nature take place daily. Some are led by the Headteacher, others by the Deputy Head, Class Teachers, visiting speakers, local clergy and the children themselves. Our aim is to develop a caring attitude within the community of school and the wider community.

Parents who wish to withdraw their child from Religious Education have a right to do so and are invited to discuss the matter with the Headteacher.

FOUNDATION SUBJECTS

DESIGN AND TECHNOLOGY

Our Design and Technology activities are planned in accordance with National Curriculum 2014 and the Early Years Foundation stage.

The children are given opportunities to solve a variety of problems based on real situations, and are encouraged to draw on their knowledge, initiative and creativity.

Children work on projects in which they design and make products. These projects develop skills in using a range of materials, components, tools and equipment including construction kits, with due regard for safety.

DT integrates skills and knowledge from other areas of the curriculum, especially the use of ICT software in Art and Design.



HISTORY



At Drayton Community Infant School, we understand the importance of history in the National Curriculum. As learning about the past helps us to make sense of the world in which we live. It helps children to develop responsible attitudes and values.

History for the very young concentrates on what they, close friends and relatives can remember. Children are encouraged to develop the basic language of time. They also need to acquire their own sense of chronology (time lines) before they can consider more abstract ideas. Having explored the recent past, they then consider times and events beyond living memory.

Children find out about famous people, historical characters, places and events from the past and historical stories. They may also explore our local area. This allows our children to compare and contrast, to examine how and why things have changed. To understand how people have lived in the past and compare this to modern life.

Children are encouraged to be open minded and enquiring thinkers, to expand their research skills. They find information from a variety of resources these include books, documents and ICT.

To make the subject exciting and interesting, we encourage first hand experiences through handling real artifacts. They may also visit relevant local sites of historical interest, for example the Castle Museum in Norwich.

Drama may be used as a vehicle to re enact events. This makes the subject more alive and relevant for the children.

GEOGRAPHY

The Geography curriculum gives our children the opportunity to investigate and to develop an understanding and interest in their surroundings.

The children will look at human and physical processes and in the study of places, become increasingly aware of environmental issues and the wider world.



We use outdoor learning within the school grounds, our local community and further afield to enhance teaching and learning in this subject.

MUSIC

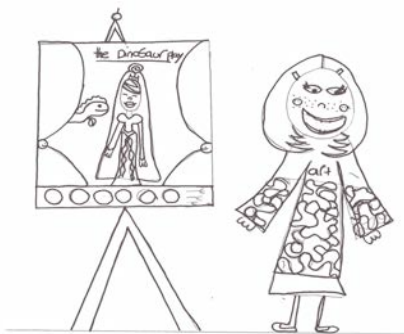
Children are encouraged to become musically aware, skilled and appreciative through a variety of experiences. We develop performing and composing, listening and appraising, including the use of ICT in music development and recording. We have music composing software programmes for the children to use.



As children progress through the school we aim to help them to play instruments and sing by ear from simple signs and notations. Children have the opportunity to listen to and appreciate music, both recorded and their own. We encourage performing with others.

We use 'Music Express' as a music scheme to support music lessons throughout the school.

ART



Throughout our school, children's artwork is valued and displayed, whether as a subject in its own right, or to highlight a topic. Our art work is also proudly displayed in the local doctors' surgery. The art work can be done individually, in a group, or as a whole class. Children investigate and make, practically and imaginatively, with materials, tools and techniques, in two and three dimensions, in order to develop visual perception. Children are introduced to a variety of works by artists, craft workers, traditional and modern. Children will also be introduced to artwork, artefacts and craftsmanship from differing cultures.

PHYSICAL EDUCATION

We are committed to provide high quality physical education at this school, with at least 2 hours of PE each week in curriculum time.

Areas covered are Games, Gymnastics, Swimming for Year 1 and 2, and Dance. We also focus on improving our children's fundamental movement skills, such as sprinting, catching and skipping. For more information please see our curriculum map.



We offer a variety of out-of-school-hours PE opportunities provided by quality assured external coaches (there may be a charge for these).

Children will need a PE kit consisting of shorts, t-shirt and trainers (named please). Jewellery (including earrings) must not be worn for PE. Long hair must be tied back.

SOCIAL, MORAL, SPIRITUAL & CULTURAL

At Drayton Community Infant School we believe the Social, Moral, Spiritual and Cultural experiences of each child are of great importance.

The behavioural expectations of the children and the overall beliefs of the school, reflect the significance placed in this curriculum area. As an essential part of school life, it is woven throughout the whole curriculum. It is taught implicitly throughout the whole day. This is also considered as an important subject in its own right. Children are taught how to lead safe and healthy lifestyles.

In this subject we aim for:

- Children to feel happy and secure; encouraging them to develop positive relationships.
- Children to build confidence, assertiveness and self-esteem.
- Promoting such qualities as kindness, loyalty, sincerity, looking after themselves and caring for others.
- Children to understand what their roles, rights and responsibilities are.
- An understanding of how to live in the wider world. How to look after the environment and the natural world.
- Children to have emotional literacy. A voice, confidence to have the freedom to express what they think and feel. To know that matters affecting them will be taken seriously.
- Respect for themselves, each other and other cultures.
- Each child to develop the skills to work and play cooperatively with others.
- Pupils to begin to develop an understanding of economic well-being.

Throughout the curriculum we ensure that children consider: -

Me as an individual
Me in the community
My relationships and me
My health and safety

DRUGS EDUCATION

The school drugs policy aims to ensure that the approach taken on the issue of drugs is a whole school one and is part of our commitment to and concern for the health and well being of the whole school community.

Drugs education is taught in a focused and cross-curricular way using the appropriate units of the National Curriculum Science Programme of study for Key Stage 1, and the National Curriculum SMSC Programme of study for Key Stage 1.

Foundation Stage children learn about 'what keeps us healthy and well' in activities related to Personal, Social and Health Education.

We aim to teach children to be aware of dangers, to value themselves and have assertiveness techniques to deal with peer group pressures.

SEX EDUCATION

Sex education in our school consists of learning about oneself and developing:

- Self esteem
- Self confidence
- Personal morality
- Informed discussion making
- Assertiveness
- Developing caring relationships
- Respecting other people's feelings and cultures.

Reproduction in the animal world provides valuable insight for children moving towards an understanding of themselves, but only as this happens as a natural part of learning.

The Governors have a published Sex Education Policy and this shows that Sex Education is an integral part of personal, social and moral education. It will be taught by all class teachers as part of their normal curriculum, in a cross curricular way.

Parents have a right to withdraw their children from all or part of the Sex Education curriculum (but not the content in the National Curriculum Science Orders) and are invited to discuss this matter with the Headteacher.

SPECIAL EDUCATIONAL NEEDS

In June 2014 a new Special Educational Needs & Disability code of practice (SEND Code of Practice): 0-25 year became effective. This SEND Code retains much of the original Code of Practice guidance of the Education Act 1993.

The Governors of Drayton Community Infant School accept and commit to the changes stated in the SEND Code of Practice in their management of Special Educational Needs at this school.

The Act encourages the earliest identification and remediation of SEND, beginning with children in Pre-school settings. Drayton Community Infant School values its links with early pre-school setting in the area for all the benefits and especially SEND transition to school. We will actively seek information about children with Special Educational Needs to ensure an appropriate and supported entry into main-stream school. The Governors particularly value the greater emphasis placed on:-

- working in partnership with parents
- parental responsibility
- pupil participation and
- working in partnership with other agencies to ensure that the requirements of the SEND Code of Practice (June 2014) and the Every Child Matters Agenda is met.

To do this the Governors use a variety of funding sources to:-

- employ a Special Educational Needs Co-ordinator.
- to support class teachers in the classroom.
- to employ Learning Support Assistants and Teaching Assistants to work with individuals and groups of children
- provide professional training on the provision of appropriate support.
- provide appropriate learning materials and equipment for SEND support

From September 2015, Miss Clark, Deputy Headteacher, will undertake the role of SENCO and will be available to work closely with all parents, children and staff to ensure that we meet the needs of all of our pupils, regardless of identification or diagnosis of a particular need through Quality First Teaching and Support.

Within each classroom there is a highly skilled teaching team comprised of the Teacher, Teaching Assistant and, where appropriate, Learning Support Assistant. Each Teaching Team will work to ensure that all children can access the curriculum and activities undertaken during the school day regardless of their level of need.

ASSESSMENT for LEARNING

In line with our Marking and Assessment Policy, Assessment and Self Assessment is at the heart of the process of promoting children's learning.

We provide opportunities for authentic and genuine collaboration with children. We ensure that they are listened to, respected and that their needs and views of themselves as learners are valued.

We encourage children to:

- ask questions
- evaluate their own and each others work (self & peer assessment)
- participate in class and school councils
- have input in school decisions
- to become reflective learners
- to take responsibility for themselves, their learning and each other

At Drayton Community Infant School assessment is an integral and on-going process in all year groups. It enables us to continually monitor progress within lessons, identify the learning needs of individuals and plan for progress for every child.

Formal assessment takes place in Reception and Year 2 in accordance with statutory guidelines. Year 1 children also take part in the National phonics screening checks in the Summer Term. These results are reported to parents and compared nationally. In Reception, the Foundation Stage Profile will be completed and judgments reported to parents.

In Year 2 Mathematics, English and Science Standard Tasks and Tests are undertaken and results reported to parents alongside National comparisons.

Formative Assessment furthers and deepens learning. It consists of sharing learning goals, effective questioning and feedback, and self and peer evaluation.

THE STAFF

Mrs C Bates, BA (Hons), PGCE, NPQH - Headteacher
Miss M Clark BA (Hons) PGCE, SENCo National Award - Deputy Head

Teaching Staff	Mrs E Dearden Mrs H Forbes Mrs M Gray Miss S Humphrey Miss C Lawrence Miss L Jackson Mr J Mills Mrs J Spicker Miss H Walker Miss M Ward Mrs R Winter Miss G Yaxley	BEd (Hons) Cert Ed, PSHE Cert BEd (Hons) BSc (Hons), QTS BA (Hons) PGCE BA (Hons) PGCE BA (Hons) Early Primary Ed with QTS BA (Hons) PGCE BA (Hons) PGCE BA (Hons) PGCE MA, BA (Hons) PGCE) BA (Hons) PGCE BEd (Hons)
Support Staff	Mrs M Frankland Mrs S Jeffery Mrs M Willmore Mrs M Betts Mrs D Betts Mrs K Bray Mrs R Chick Ms A Clark Mrs S Cockburn Mrs G Colton Mrs B Greenacre Mrs J Harriss Mrs C Harty Mrs C Kett Mrs C Mander Miss L Oag Mrs K Tondelier Miss S Robertson Mrs E Zagni	Bursar Receptionist/Clerical Assistant Secretary Learning Support Assistant Teaching Assistant Teaching Assistant Learning Support Assistant Learning Support Assistant Learning Support Assistant Teaching Assistant Teaching Assistant Teaching Assistant Teaching Assistant Learning Support Assistant Teaching Assistant Learning Support Assistant Teaching Assistant Teaching Assistant
Parent Support Advisor	Mrs J Turner	07584 500052
Dinner Staff	Mrs M Ward Ms K Lane Mrs A Street Mrs E Bonner Mrs C Cook Mrs E Daynes Mrs K Gilbert Mrs T Haistead Mrs A Harvey Mrs D Keeler Mrs J Knott Miss S Marshall Mrs K Maxfield Mrs A Palframan Miss D Slaughter Mrs K Stitt Mrs C Tungate	Cook Kitchen Assistant Kitchen Assistant Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor Mid-day Supervisor
Crossing Patrol	Mrs L Stansbury	Crossing Patrol
Caretaker	Mr M Cross	Caretaker



Violence Against Staff

All staff in Norfolk's schools and in Norfolk County Council Children's Services have the right to work in a safe and supportive working environment.

Violence will be treated as a crime and we will press for the maximum possible penalty for anyone who behaves in a violent and abusive way.

Signed

Signed

Director of Children's Services
Norfolk County Council

Cabinet Member for Children's Services
Norfolk County Council

January 2007

DRAYTON COMMUNITY INFANT SCHOOL GOVERNING BODY

Together with the Headteacher and Senior Leadership Team, the Governing Body is charged with leading the school, setting the vision and ethos, and helping to drive forward school improvement to ensure that each and every child at the school has the best possible chance to succeed.

Membership

As at July 2015 the Governing Body membership is as follows:

Rachel Baldeo – Co-opted Governor
Claire Bates - Headteacher
Anne Blanch – Co-opted Governor
Simon Davies – Co-opted Governors
Wendy Dubbin - Co-opted Governor
Emma Hannant – Parent Governor
Sarah Humphrey – Staff Governor
Neville Jarvis – Local Authority Governor
Becki Jennings – Parent Governor
Averil Kirton – Co-opted Governor
Michael McGarvie (Chair of Governors) – Co-opted Governor
Karen Moore – Co-opted Governor
Katie Potts – Co-opted Governor
Deborah Steele – Clerk to the Governing Body
Maria Voors – Parent Governor

Governors can be contacted via the school office.

Governors Committees

The full Governing Body generally meets four times per year.

There are three Committees of the Governing Body and each normally meets three times each year. The Committees are:

Resources Committee

School Effectiveness Committee

Welfare & Stakeholder Engagement Committee

FRIENDS OF DRAYTON COMMUNITY INFANT SCHOOL

OFFICERS AND MEMBERS OF THE COMMITTEE FOR THE YEAR 2014- 2015

Officers	Name
CHAIRMAN	Sarah Catten
VICE CHAIR	Angie Crocker
TREASURER	Louise Hunter/ Tracey Bunn
SECRETARY	Sarah Catten

COMMITTEE MEMBERS

& CLASS REPRESENTATIVES: Melanie Coleman
Donna Brown
Nikki Buck
Becky Chick
Claire Chilvers
Sarah Halliwell
Claire Mander
Philippa Martinez
Rachel Aldred
Jessica Ferguson
Natalie Goodwill
Zoe Armstrong
Sarah Brown
Anna Daniels
Rachel Matthews
Charlene Nicholls
Dan Nicholls
Hannah Pratt
Lyndsay Rose
Sarah Taylor
Jo White
Heather Wilkinson
Nik Gordan
Suzie Clare
Steve Clare
Nicola Tuttle

GLOSSARY of ACRONYMS

BA	Bachelor of Arts
BEd	Bachelor of Education
DfE	Department for Education
ICT	Information Communication Technology
LA	Local Authority
MSA	Mid-day Supervisory Assistant
NPQH	National Professional Qualification in Headship
OFSTED	Office for Standards in Education
PGCE	Post Graduate Certificate of Education
PSA	Parent Support Advisor
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
RE	Religious Education
SATS	Standard Assessment Tasks
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs & Disabilities
SMSC	Social, Moral, Spiritual & Cultural
TA	Teaching Assistant